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ABSTRACT

This teacher's guide provides an overview of KidPix software and contains adaptive applications of the software for Cognitively Disabled-Borderline (CDB) students. Ten lesson plans are given, including: (1) "USing Rubber Stamps/Rubber Stamp Editor"; (2) "Portrait"; (3) "Create a Pattern"; (4) "Garden Mural"; (5) "Changing a Common Image"; (6) "Changing a Hidden Image" (to bring something of yourself into the artwork); (7) "Landscape"; (8) "Student Designed Tessellations"; (9) "Illustrations"; and (10) "Shapes in Architecture." The guide also provides: "KidPix Overview"; "Suggestions for Working with the CDB Population"; "CBD Student Characteristics"; and "Appendix of Computer-Generated Student Illustrations." (MM)

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ED 394 896

COMPUTER GRAPHICS: KID PIX, the MACINTOSH, and Students with Cognitive Disorders

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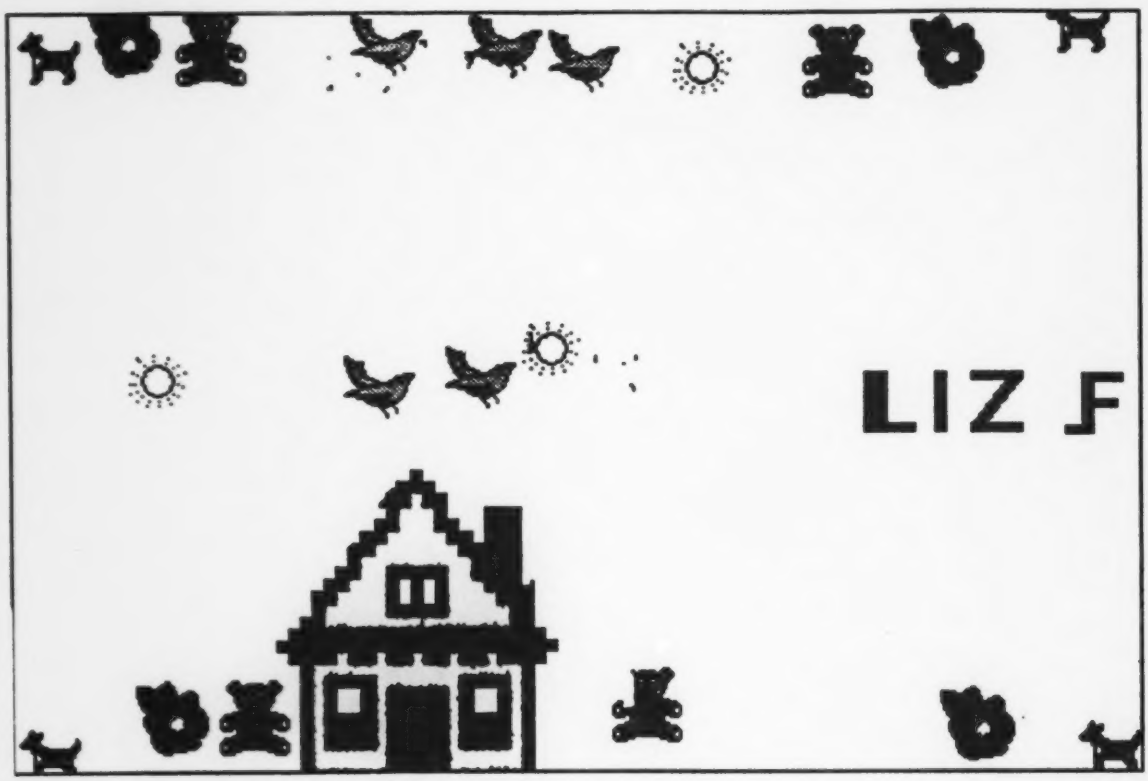

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Introduction

COMPUTER GRAPHICS: KIDPIX, THE MACINTOSH AND STUDENTS WITH COGNITIVE DISORDERS (CDB)

The Young Artist Workshops Program (YAW) is many things: (a) an inter-disciplinary arts program, (b) a research and demonstration site, and (c) a teacher training program. Perhaps most importantly, it is a program that provides young people with disabilities an exciting and frequently first in-depth encounter with the visual and performing arts. We believe every child, regardless of disability, can enjoy some aspects of the arts if suitable adaptations are made to increase access to the various art forms.

Founded in 1984, it is in its tenth year of providing a three-week full-time program of visual and performing arts experiences for youth with disabilities in Northeastern Wisconsin. Program participants range in age from 3-21 and most disabling conditions encountered in the schools are represented.

The program combines our disabled, but most capable, young artists with a dedicated staff of more than 60 professionals representing many areas of expertise. Visual artists, musicians, dancers, photographers, writers and theatre professionals combine their talents with arts educators, therapists and special education staff members who are drawn to the program from several states (and even other countries, such as Australia, England and Germany) to participate in this unique encounter with the arts.

In addition to providing a summer arts experience, the YAW has developed a program of year-round teacher training and continuing education and retraining to help arts educators increase their abilities to work with all students in our classrooms.

YAW is also a research and dissemination site that has been supported by major grants from the National Endowment for the Arts, Polaroid, Kodak and IBM to develop techniques for increasing accessibility to the arts. Its activities include developing materials for teacher training, consulting with area school districts and agencies, publishing resource materials, producing video tapes, conducting workshops and institutes, and doing presentations at a variety of professional educational conferences throughout the United States, Canada and England.

Publications have included photography, visual arts, and music resource guides to help educators identify important resources for improving instruction of the arts with disabled youth. It has also developed instructional television teacher resource materials that have been professionally produced and are being distributed nationally and internationally. These have included *Access to Photography for the Physically Challenged* (video and book), the national award winning *Visual Arts and the Physically Challenged Person* (video and guide), and a new video, *If You Can Move Your Head, You Can Move Your World: New Applications for Assistive Technology.* Materials are distributed internationally by the Agency for Instructional Technology (AIT), and Video Education Australia (VEA).

Project staff have served as consultants for area school districts and the Wisconsin Department of Public Instruction in development of curriculum resource materials for arts and the exceptional education needs (EEN) student. Support from the Wisconsin Association for Health, Physical Education, Recreation and Dance (WAHPERD), the Wisconsin Arts Board, the Wisconsin Heart Association and the United Way has underwritten several experimental programs bringing together the talents of physical therapists, movement therapists, adaptive physical education specialists and dancers to develop creative movement activities for young people who are physically challenged.

The child with limited physical coordination can operate 35mm, instant print cameras, still video cameras and video camcorders to record, interpret, or share images with an audience with which communication was previously impossible. Collaborative research projects in media arts have been supported since 1987 by Kodak and Polaroid, and in 1990 by Photographic Education Group (PEG) in England.

The summer Young Artist Workshops Program has become a practicum for continuing education and teacher training in Adaptive Education and the Arts, a new teacher certification option. The program also conducts an annual series of workshops for area educators in cooperation with area school districts, Cooperative Education Service Agencies of the Wisconsin Department of Public Instruction, and area human service agencies. An innovative program in its fifth year conducts pre-service and in-service training for special education program aides in cooperation with area school districts.

Our young artists become both our students and our teachers as we develop our skills and assist other teachers to better meet the needs of our gifted and capable, although disabled, young people. Since 1985, more than 800 young artists who happen to be disabled have participated in summer YAW programs. More than a thousand teachers have also participated in workshops, conferences, seminars and institutes that have been part of the YAW outreach programs.

The most ambitious and innovative project in its ten years of existence has been a major on-going research effort supported by the National Endowment for the Arts, IBM, Apple, the Prentke-Romich Company, Don Johnston Developmental Equipment Company, Intellitools, area education agencies, the Wisconsin Department of Public Instruction and the St. Norbert College community. The Assistive Technology Project develops means for the non-vocal, physically challenged, or multi-handicapped individual to gain access to the visual arts, electronic photography, music and creative writing through computer communication systems with off-the-shelf software and standard computer equipment. The non-vocal child, without using his or her hands, can still compose music, perform or sing electronically. The physically challenged child without the strength to lift an arm or control to use a finger can look at or talk to the computer screen and produce computer art, explore electronic photography or do creative writing. Field testing of applications packages (keyboard overlays, setups and varied interface devices) has been conducted in the Green Bay Area Public Schools, in the summer YAW programs and at the local Cerebral Palsy Center. Intensive instruction took place with physically challenged students and those with communication disorders during the 1990-91 summer YAW. The project culminated in publications that have been disseminated nationally to help provide access to the arts through assistive technology. A professionally-produced video tape mentioned earlier, *If You Can Move Your Head, You Can Move Your World: New Applications for Assistive Technology,* is available through the YAW.

We are grateful to the many supporters of our project, the dedicated professional staff, the parents who generously shared their children with us, the St. Norbert College community, and to Chuck Frame, an Assistive Technology Specialist in the Green Bay Area Schools, whose imagination, ingenuity and dedication helped make the Assistive Technology Project an reality. The application and expansion of this knowledge by graduates of our Adaptive Education Program and YAW summer staff members such as Cindy Olson continue to have significant impact in providing increased opportunities for all students to enjoy the arts.

We are also most appreciative of the tremendous support received from our partners in the educational community, the Green Bay Area Public Schools, the Brown County Handicapped Children's Education Board, the Milwaukee Public Schools and the Wisconsin Department of Public Instruction.

Charles R. Peterson
Professor of Art and Education
Director of Young Artist Workshops
and Adaptive Education Program
St. Norbert College
May, 1994

Forward

This booklet began during the summer of 1993 when I was hired to work an an adaptive art specialist in the Young Artist Workshops (YAW). I worked at YAW for three weeks with students who have cognitive disorders (CD). I decided to put my computer graphics background to work with the talents of the Cognitively Disabled - Borderline students (CDB). With the help of some CDB participants, what resulted from this three week experience is a guide for art educators/special educators that contains adaptive applications of KidPix software for the CDB population.

This user-friendly booklet will provide you with a quick overview of KidPix software and a list of lessons for KidPix software for the CDB population. The booklet contains student samples generated from some CDB students who participated in YAW '93. The booklet was field tested during YAW '93 and appropriate changes have been made.

Since there is no need for adapting materials (unless the student has a physical disability), most of the adaptations have to do with how the lessons are presented. I have specifically adapted the lessons in this booklet to be appropriate for the CDB population (ages 11-15).

It isn't realistic at this point to assume that there will be a computer lab equipped for an entire class. At this time, most teachers have to work individually or in small groups with students on the computers. The lessons I designed are geared toward the CDB student, but could be made more complex for the regular education students in the class. In some instances, the lessons are appropriate, but the final outcome for the regular education student will be more complex than that of the CDB student.

Kid Pix allowed the students I worked with to succeed in their art work. Students who were frustrated using traditional art materials were able to use this program with ease. It was exciting to see their self-esteem grow as they created imaginative art work that was uniquely their own. I am sure you will see the same success in your own students.

Cindy Olson
Adaptive Art Specialist and Art Educator

LESSON 1:
Using Rubber Stamps/Rubber Stamp Editor

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After learning about the rubber stamp and rubber stamp editor, students will create a picture.

MATERIALS:
computer with Kid Pix software
printer
rubber stamp sets
ink pads
markers
paper suitable for stamping rubber stamps on

LESSON OVERVIEW:
This lesson could be one of the first formal lessons used to introduce students to Kid Pix. Students will have success in creating a pleasing picture using the rubber stamp option in KidPix. This will build self-esteem in their art work and their computer skills.

PROCEDURE:
1) Discuss the use of rubber stamps in every day life.
2) Let students use rubber stamp sets and ink pads to become familiar with rubber stamps.
3) Show students how the rubber stamp option in KidPix works.
4) Demonstrate how to customize rubber stamps then use the option and shift key to double or triple the size of the stamp.
5) Let students experiment with the rubber stamp option and rubber stamp editor until they feel comfortable with it.
6) Students will create a picture using the 5 to 10 rubber stamps and rubber stamp editor. Give the student a theme such as a picnic or winter to help them get started.

EVALUATION:
—Did the student create a customized stamp with the rubber stamp editor?
—Did the student use 5 to 10 rubber stamps to create a picture that fits with the given theme?

* *See figure 1*

LESSON 2:
Portrait

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After experimenting with the tools in the KidPix software, students will create a portrait. (self-portrait, family portrait, surreal or abstract portraits)

MATERIALS:
computer with KidPix software
printer
samples of portraits

LESSON OVERVIEW:
This lesson will introduce students to the KidPix program and its options. It will introduce students to the portrait as a type of art. Students will be introduced to the toolbox options and be able to experiment with the various tools on a blank screen. After discussing and looking at the portrait as an art form, students will create a portrait of their own.

PROCEDURE:
1) Discuss and look at the portrait as an art form.
2) Explore with the students the basic program options.
3) Let students explore the basic program options on a blank screen.
4) Give students the opportunity to generate portrait images.
5) Gather as a group to show finished, mounted work.

EVALUATION:
—Did the students use a variety of program options to create a portrait?

**See figures 2 and 3*

LESSON 3:
Create a pattern

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After introducing the students to the rectangle and oval options, the students will create a pattern.
2) After learning about the paint bucket option, the student will enhance the pattern by filling in some shapes.
3) After learning about the electric mixer option, the student will transform their pattern.

MATERIALS:
computer with Kid Pix software
printer
examples of patterns (wrapping paper, wallpaper)

LESSON OVERVIEW:
This lesson will introduce the students to the concept of patterns (repeating design elements). The students will use the rectangle, oval, and electric mixer to create a pattern of their own.

PROCEDURE:
1) Discuss the concept of patterns. Show samples of patterns in every day life. (examples: wallpaper or wrapping paper)
2) Introduce the rectangle and oval options.
3) Show students how these tools are used to draw rectangles, squares, ovals, and circles.
4) Let students experiment with these tools on a blank screen.
5) When students are comfortable with the rectangle and oval options, they should open a new file and create a pattern.
6) After the pattern is complete use the SAVE AS to save the original pattern.
7) Demonstrate how the electric mixer will transform their pattern.
8) Let students transform their pattern.
9) Print the original and transformed patterns.

EVALUATION:
—Did the student successfully use the paint bucket, rectangle, and oval option to create a pattern?
—Did the student use the electric mixer to create another pattern?

See figures 4, 5, and 6

LESSON 4:
Garden Mural

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After learning about symmetry and the brush symmetry function in the Kid Pix software, the student will be able to create a symmetric design in an insect, a butterfly, or a flower.
2) After reviewing printmaking, students will be able to make a plate and print their symmetric design.
3) After learning about mural-making, students will work together to create a collage-type mural.

MATERIALS:
computer with KidPix software
styrofoam
foam roller
tempra paint
paper for printing
chalk/craypas/markers
visuals of butterflies, bugs, flowers
long paper for mural

LESSON OVERVIEW:
This lesson will introduce the students to the concept of symmetry and allow them to apply it by using the brush symmetry option in the Kid Pix software. Once the students have completed a symmetric design in a flower, insect, or butterfly, they will transfer their design to a styrofoam plate. Then the students will use their printmaking skills and print their design. The activity will be completed when students contribute their symmetric bug, butterfly or flower and work together to create a garden mural.

PROCEDURE:
1) Introduce the idea of symmetry. Show examples of symmetry in butterflies, insects, and flowers. (Also stress the variety of sizes that are found in butterflies, insects, and flowers.) Introduce the brush symmetry in the Kid Pix software. Demonstrate its capabilities.
2 Allow each student to experiment with the brush symmetry option until they have created a pleasing, symmetric design for a bug, butterfly, or flower.
3) Print out the symmetric design. Add legs, antennae, head, etc. if necessary. (I found it easier to get a more realistic bug or butterfly by adding the legs, head, and antennae by hand rather than with the computer.
4) Tape this design on a styrofoam plate. (Or make a copy of the design because it will tear when it is traced.) Have a variety of sizes of styrofoam available. Trace over the design with a pencil or pen.
5) Cut the shape of your bug, butterfly, or flower out of the styrofoam.
6) Print the styrofoam plate in a variety of colors. Print one for the mural and one to mount. Extras if time permits.
7) Add some color with bright colored chalk or craypas.
8) Cut out the printed bugs, butterflies, and flowers after color has been added.
9) Introduce mural-making at the beginning of the 2nd or 3rd class period. What is a mural? Show examples of murals-ex. cave paintings. Devote this class period to composing the mural as a group. Discuss placement and design. Discuss: varied sizes of objects, overlap, varied height, grouping, quiet areas, busy, detailed areas.
10) The mural will be a collage/pin-up type. (Students will add their insects or flowers to the mural. Once the mural has a pleasing composition, attach the individual parts. Then add more to the composition to enhance the garden look. With the students' help make a list of things that could be added to the mural: stems, leaves, more insects, clouds, birds, planes, trees, bushes, fences, benches, rocks, kites, rainbows, sun, etc. Students who finish early may do additional parts to enhance the composition.

EVALUATION:
—Have the students successfully completed a symmetric design in a flower, insect, or butterfly using the brush symmetry option?
—Did students successfully complete a print of their symmetric design?
—Did the students work together well to create a pleasing composition in a mural?

***See figures 7 and 8*

LESSON 5:
Changing a Common Image

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After learning about the copy, paste, and moving van options, the student will be able to set up a grid of common images.
2) After reviewing the wacky pencil and paint brush options, the student will be able to illustrate an image of their choice.
3) After reviewing other tools in the toolbox, the student will be able to change one thing about each image to make it unique. (The result will be 9 to 12 variations of the original image.

MATERIALS:
computer with Kid Pix software
printer
Paul Giovanniani prints
Andy Warhol Prints

LESSON OVERVIEW:
This lesson will introduce the students to pop art in our culture and the use of repeating common images in pop art. The students will be introduced to the copy, paste, and moving van options. The students will illustrate an image and then use the copy, paste, and moving van options to repeat the image in a grid pattern with at least 9 images. The students will then choose a tool and change one thing about each image so that they are each unique.

PROCEDURE:
1) Introduce the idea of pop art. Show examples of Paul Giovanniani and Andy Warhol prints.
2) Introduce the copy, paste, and moving van options. Demonstrate how these options can be used to create a grid design.
3) Have students use tools they are familiar with to create a pleasing image.
4) Have students use the copy, paste, and moving van options to create a grid design with the image they created.
5) Select a familiar tool to change one thing about each image until each image has been changed.

EVALUATION:
—Has the student shown an understanding of the toolbox to create an image?
—Has the student shown an understanding of the copy, paste, and moving van options?

* *See Figure 9*

LESSON 6:

Changing a Hidden Image (in order to bring something of yourself into the art work)

AGE LEVEL/POPULATION:

11-15 year olds/CDB

OBJECTIVES:

1) After learning about the Hidden Pictures option, students will uncover a hidden picture that they want to work with.
2) After discussing the value of "adding yourself" to your art work, the student will use the toolbox to change the hidden picture.

MATERIALS:

computer with Kid Pix software
printer
samples of artists' works for discussing how they "added themselves" to their work.

LESSON OVERVIEW:

Kid Pix has hidden pictures that can be uncovered by selecting the "? option" and erasing the screen. To uncover a different hidden picture, click the ? option and erase again. After discussing how art work has more personal value after you add something of yourself, the student will change the hidden picture by using tools that the student is familiar with. ...or by experimenting with new tools.

PROCEDURE:

1) Introduce the hidden picture options and demonstrate how it works.
2) Let the students uncover their own hidden picture until they find one they want to work with.
3) Discuss how art work becomes more valuable when the artist adds something of himself/herself.
4) Let the students use familiar tools or experiment with new tools in order to himself/herself to the art work on the screen.
5) Print out the final image.

EVALUATION:

—Has the student successfully uncovered the hidden picture?
—Has the student added something of himself/herself to the original picture?

See Figure 10

LESSON 7:
Landscape

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After discussing landscapes and learning about the wacky brush options, the student will create a landscape using primarily the wacky brush options.

MATERIALS:
computer with Kid Pix software
printer
andscape reproductions

LESSON OVERVIEW:
This lesson will introduce the students to options of the wacky brush. It will also introduce the students to the idea of the landscape as an art form. After looking at samples of landscapes in art work, the student will use the wacky brush options to create their own landscape. (foreground, middle ground, background)

PROCEDURE:
1) Discuss landscapes as an art form and show samples of landscapes. If possible go outside and look at the landscapes around you.
2) Go through the wacky brush options and discuss how they could be used to create a landscape. Let the students discover for themselves what each option can create.

   Examples of options and what they could be used to create:
   Northern Lights-grass
   Pine Needles-grass or trees
   Kaleidoscope-flowers
   Swirl-flowers or trees
   Geometry-flowers
   Trees-trees
3) Let the student experiment with the wacky brush on a "blank screen" until they are comfortable with the tools.
4) Open a NEW file and have students begin their landscape drawings.
5) Make xerox copies of the final prints and let students experiment with dry media on the copies.

EVALUATION:
—Has the student successfully completed a landscape drawing using the wacky brush options?
—Has the student used dry media to enhance the quality of the original image?

**No student sample for this lesson*

LESSON 8:
Student Designed Tessellations

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After looking at examples and discussing the work of M.C. Escher, students will use Kid Pix to create their own tessellations.

MATERIALS:
computer with Kid Pix software
printer
M.C. Escher prints

LESSON OVERVIEW:
This lesson will introduce students to the artist M.C. Escher who creates tessellations. Students will use the wacky pencil to create a shape. Then they will use the copy, paste, and moving van options to create a tessellation.

PROCEDURE:
1) Discuss the work of M.C. Escher and look at examples with students.
2) Discuss tessellations and how they are created.
3) The students will draw a shape using the wacky pencil. It will be easier to keep the shape as a line design with no coloring.
4) Use the cut, paste, and moving van options to have the students move the shape to fit together as a tessellation or a puzzle.
5) The finished design can be printed and then used as the basis for a print design (styrofoam) or as a blank for coloring in.

EVALUATION:
—Did the student use the wacky pencil to create a shape?
—Did the student use the copy, paste, and moving van to create a tessellation?

•No student sample

LESSON 9:
Illustrations

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After viewing various illustrations and discussing what an illustrator is, students will see what an illustrator does.
2) After reading a passage of the teacher's choice, students will create their own illustration using KidPix.
3) After learning to use the text tool, students will add a line of text describing their illustration. (Teacher will help with spelling if necessary).

MATERIALS:
computer with KidPix software
printer
books with teacher's chosen passage
Maurice Sendak illustrations

LESSON OVERVIEW:
Through discussion and viewing illustrations, this lesson will provide students with an idea of what an illustrator does. The students will see how important imagination is to an illustrator (and to artists). Students will read a short poem or passage from a story and will create their own illustration using KidPix. After the illustration is complete, they will use the text option to add a line of text describing their illustration.

PROCEDURE:
1) Discuss the role of an illustrator and show examples of illustrations.
2) Read a poem or short passage from a story. Have students share ideas for illustrations for the passage or poem.
3) Review the draw, paint, and paint bucket options in KidPix.
4) Have students create their own illustrations for the poem or passage.
5) Discuss the text option in KidPix. Have students type in a line of text describing their illustration. Teacher may need to help with spelling.
6) Share illustrations and descriptions with other class members.

EVALUATION:
—Do students understand the role of an illustrator?
—Did students use the draw, paint, and paint bucket options to successfully illustrate the given poem or passage?
—Did students successfully use the text option to describe their illustration?

** No student sample*

LESSON 10:
Shapes in Architecture

AGE LEVEL/POPULATION:
11-15 year olds/CDB

OBJECTIVES:
1) After looking at visuals and architecture in the surrounding environment, students will see that there are shapes in architecture.
2) After reviewing the oval, rectangle, line, copy and paste options, students will create their own building out of shapes.

MATERIALS:
computer with KidPix software
printer
architecture visuals

LESSON OVERVIEW:
This lesson will introduce students to architecture as an art form. Students will go outside to look at and discuss the shapes that they see in architecture. Then they will go back to the computer lab and create their building using shapes (rectangle, oval, line options). The copy, paste, and moving van options will allow students to arrange the shapes how they want.

PROCEDURE:
1) Discuss architecture as an art form. Discuss the shapes that are found in architecture.
2) Go outside and let students discover shapes in the environment around them. Draw these shapes on a blank screen.
3) In the computer lab, have students use the rectangle, oval, and line options to make different shapes.
4) Students will use the copy, paste, and moving van options to position the shapes in different ways.
5) Students will open a NEW file and create a building using shapes.
6) Complete building pictures by using the paint bucket and/or rubber stamps.

EVALUATION:
—Are students aware of shapes in the architecture in their environment?
—Did students use shapes to create a building?

** No student samples*

Kid Pix Overview

The Kid Pix software is a program that lets kids use their imagination to create art work. It was designed especially for young people so it eliminates a lot of the frustrating problems of the larger paint programs. The easy-to-use program is great for Cognitively Disabled Borderline (CDB) students because it builds self-esteem by showing them that they can succeed in their art work. I saw students who were frustrated with traditional art materials use this program with ease to create imaginative art work that is uniquely their own.

Kid Pix was designed for kids who can't read. You don't have to study the manual to operate the program. The manual can serve as a guide for teachers, but students can have fun discovering the tools on their own.

Even though this program is designed especially for kids, it isn't limited to kids' use. As an art teacher, I found that it stimulates imagination and creativeness in adults as well. Therefore, I feel it is an age appropriate program for CDB students of all ages.

In the section below I have listed some of the features that make Kid Pix a great program for the CDB population.

*Small Kids Mode- This feature turns off the menu bar so students can't accidentally move windows, open new programs, or make other accidental selections.

*The tools and options are in icon form right on the screen. There are no confusing dialog boxes or hidden menus. There is NO NEED TO READ! Once an understanding of the icons is developed, students can create their work without the assistance of a teacher. I had the most success with the Kid Pix program when I allowed 1 or 2 class periods for student exploration and experimentation of the software. I allowed the students to explore the tool box and options while I sat next to them and offered suggestions when needed. After 1 or 2 class periods, I felt that the students were familiar enough with the icons to begin lessons on their own.

*What you see on the screen is what you get when you print out.

For more specific information about Kid Pix and its tools, consult the manual. The manual is fun, easy reading. In 30 minutes you can get through the manual and have a basic understanding of the program.

Suggestions For Working With The CDB Population

Here are some suggestions for working with cognitively disabled borderline students in the art room.

*Lessons should be well structured so that students know what is expected of them.

*Be consistent

*Move ahead slowly.

*Repeat and reinforce continuously

*Break each task down into discrete parts when presenting a lesson

*Demonstrate each task

*Show sample of finished product

*Allow longer amounts of time for task completion

*Offer success-oriented projects to increase self-esteem

CDB Student Characteristics*

This is a good summary of some of the common characteristics of the CDB population. It may help when planning art lessons.

While CDB students are more like than different from regular class students, they are often characterized by the following differences:

Intellectually they have:

1. a limited capacity to learn
2. academic achievement ranging from third through sixth grade at the age of eighteen.
3. difficulty in engaging in abstract thinking.
4. difficulty in handling symbols associated with reading, writing and arithmetic.
5. a reduced ability to see relationships between cause and effect.
6. simple and superficial understandings rather than understandings which are characterized by complexity and depth.
7. a limited ability to solve problems.
8. difficulty in generalizing and transferring knowledge.
9. trouble in expressing thoughts verbally and in writing.
10. reduced ability to profit from incidental learning.

Emotionally they:

11. frequently have depreciated self-concepts.
12. frequently do not recognize their strengths and weaknesses in the performance of tasks, in solving problems, or in getting along with others.
13. often are immature.

Socially they:

14. often use inappropriate means of adjustment
15. often have difficulty in forming friendships with their peers.
16. have some difficulty in participating, understanding, and meeting everyday situations.
17. often have difficulty in following and practicing certain common customs and amenities.
18. often have reduced experiences upon which to base academic learning.

Physically they:

19. have a high incidence of handicaps.
20. often have inferior motor coordination.
21. have a high percentage of speech defects.

The differentiating characteristics listed above must be interpreted cautiously. They do not apply in every instance nor in the same degree to all CDB students. It should be recognized that CDB students differ from other students primarily in degree rather than in kind.

**Courtesy of Kathy Kaufman who is an art therapist for the Milwaukee Public Schools.*

Appendix

Figure 1 — Using Rubber Stamps/Rubber Stamp Editor

Figure 2 — Portrait

Figure 3 — Portrait

Figure 4 — Create a Pattern

Figure 5 — Create a Pattern

Figure 6 — Create a Pattern

Figure 7 — Garden Mural. This is a teacher sample. These are preliminary designs that could be incorporated into the Garden Mural.

Figure 8 — Garden Mural.
These are preliminary designs that could be incorporated into a Garden Mural.

Figure 9 — Changing a Common Image
Elizabeth's common image was the butterfly. She chose to repeat this image around the border of the picture to create a frame.

Figure 10 — Changing a Hidden Image

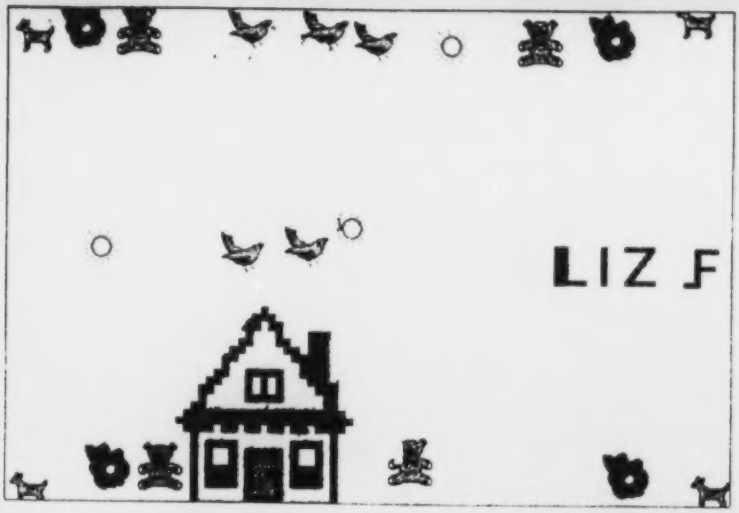

Figure 1 - Using Rubber Stamps/Rubber Stamp Editor

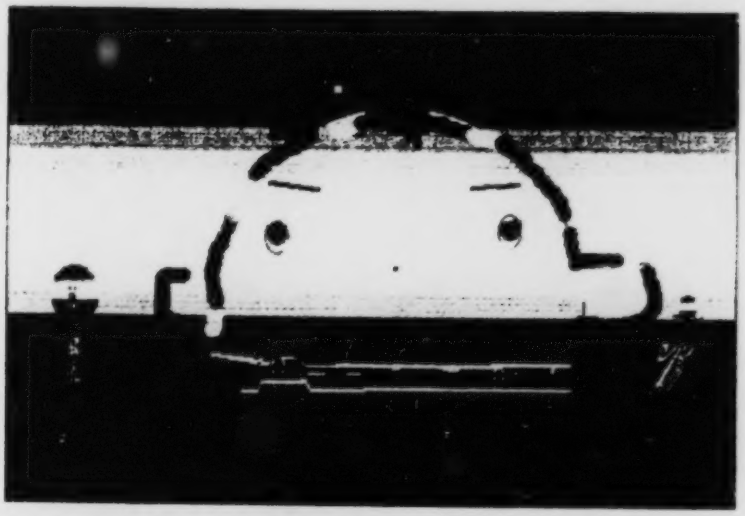

Figure 2 Portrait

Figure 3 - Portrait

BEST COPY AVAILABLE

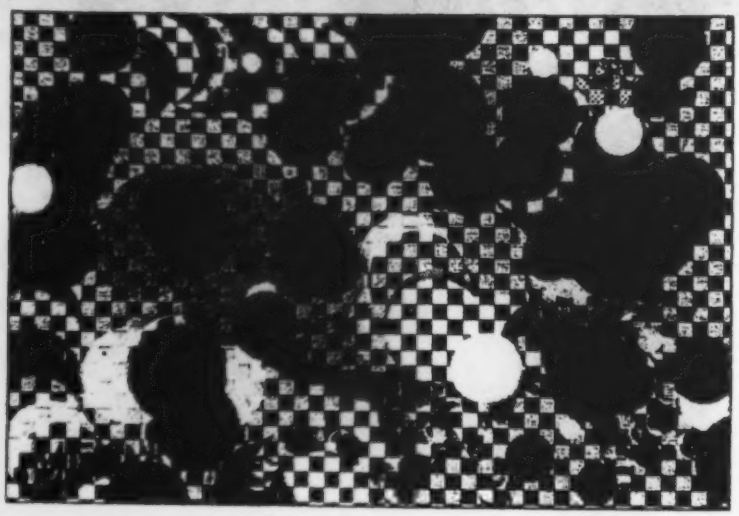

Figure 4 Create a Pattern

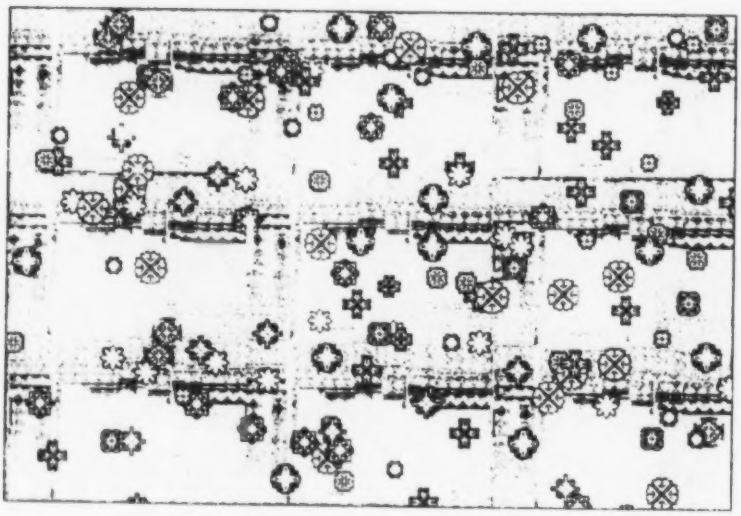

Figure 6 Create a Pattern

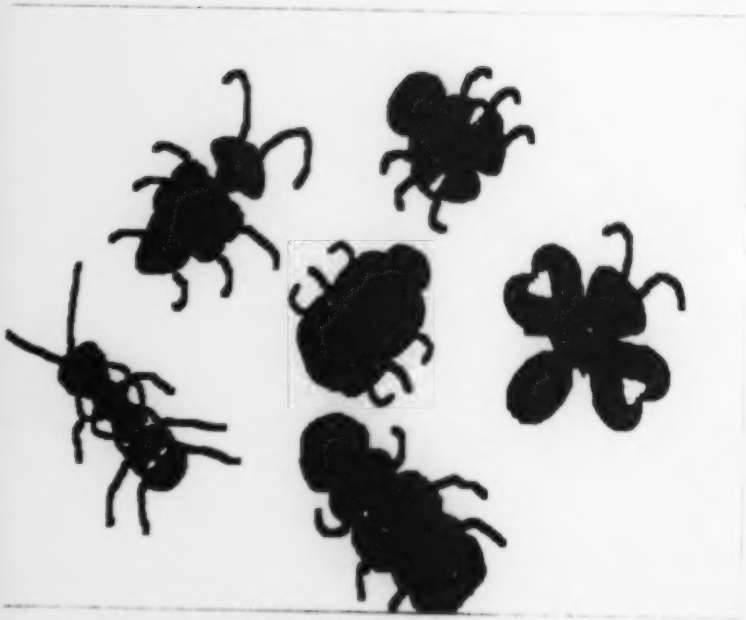

Figure 7 - Garden Mural
This is a teacher sample. These are preliminary designs that could be incorporated into the Garden Mural

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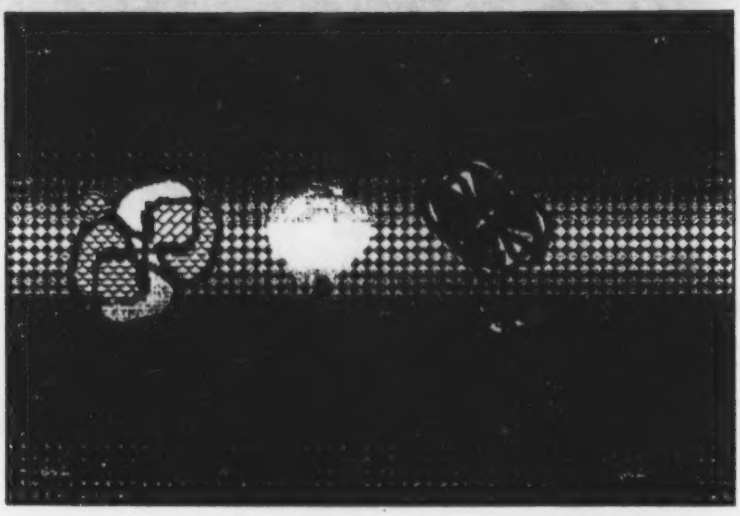
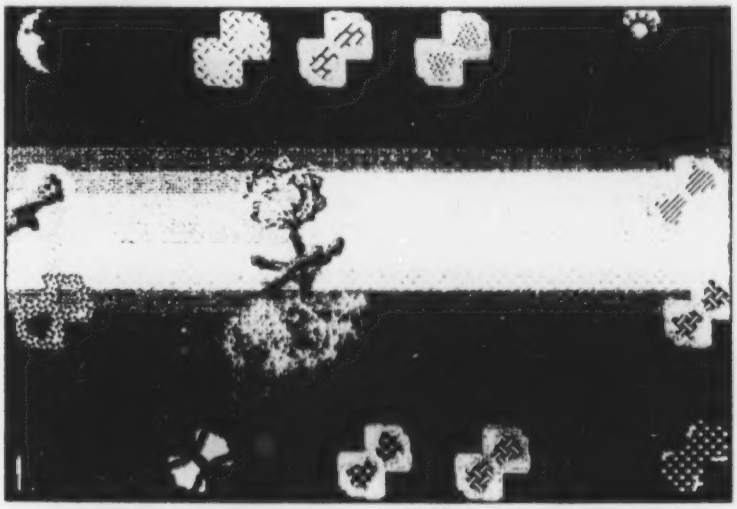


Figure 8 - Garden Mural
These are preliminary designs that could be incorporated into a Garden Mural



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Elizabeth's common image was the butterfly. She chose to repeat this image around the border of the picture to create a frame

Figure 10 - Changing a Hidden Image

BEST COPY AVAILABLE

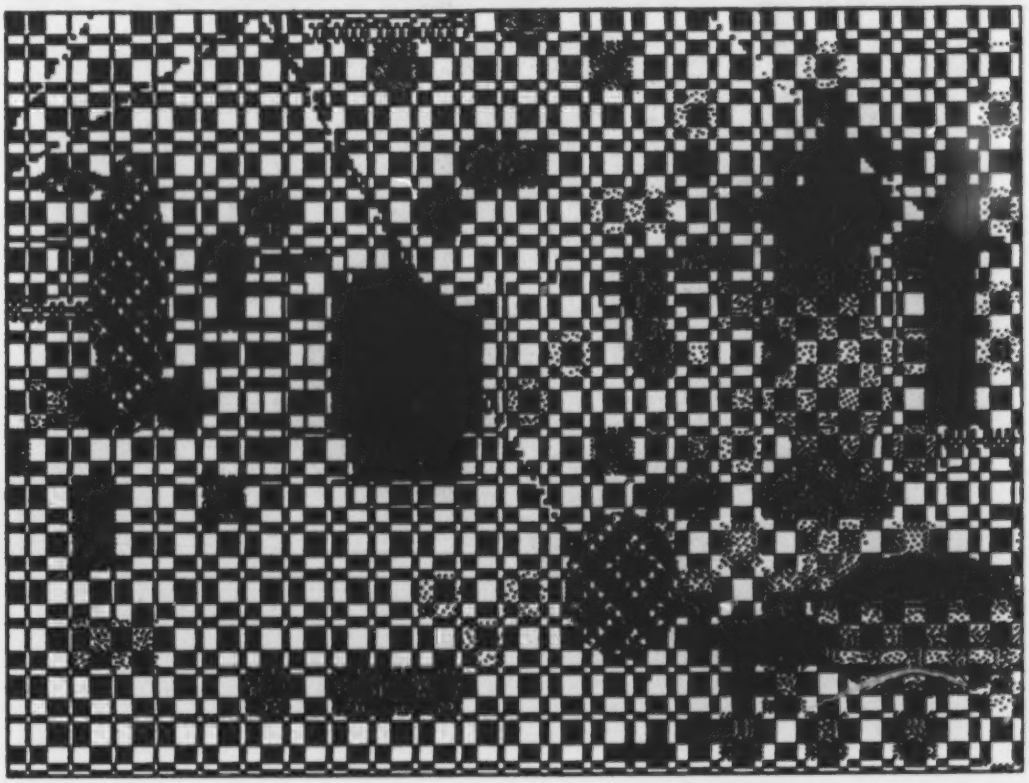

Figure 5 - Create a Pattern

ACCESS TO THE ARTS FOR PEOPLE WITH DISABILITIES
Young
Artist
Workshops
1984-1994